Early Literacy Matters
State-by-State Policy Implementation Report

Explore Wyoming’s adoption and implementation of the 18 Early Literacy Fundamental Principles.
Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

<table>
<thead>
<tr>
<th>FULL IMPLEMENTATION</th>
<th>The fundamental principle is adopted in policy, and there is evidence of full implementation.</th>
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</thead>
<tbody>
<tr>
<td>ABOVE &amp; BEYOND BADGE:</td>
<td>This badge recognizes efforts that exceed full implementation.</td>
</tr>
<tr>
<td>PARTIAL IMPLEMENTATION</td>
<td>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</td>
</tr>
<tr>
<td>FUTURE IMPLEMENTATION</td>
<td>The fundamental principle is adopted in policy with a future date for implementation.</td>
</tr>
<tr>
<td>PRINCIPLE NOT ADOPTED</td>
<td>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</td>
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Early Literacy Policy Implementation Rubric

**PURPOSE**

The purpose of this document is to provide an analysis of states’ implementation of K–3 reading policies aligned to ExcelinEd’s fundamental principles of an early literacy policy. It builds on an analysis of states’ adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. **Supports for Teachers & Policy**
2. **Assessment & Parent Notification**
3. **Instruction & Intervention**
4. **Retention & Intensive Intervention**

This report summarizes evidence of Wyoming’s early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

**ADOPTION IMPLEMENTATION**

8 out of 18

**STATE POLICY ADOPTION REFERENCE MATERIALS**

- [Wyoming Education Code – Title 21](#)
- [Wyoming Department of Education, Literacy](#)
IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

The state offers science of reading training or requires districts to adopt a policy to identify science of reading training, providers of the training, and personnel who will be trained. Participation in science of reading training may be optional for teachers and/or administrators.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming policy DOES require district employees providing instruction in Kindergarten–3rd grade to receive professional development in evidence-based literacy instruction and intervention and in identifying the signs of reading difficulties. ([WDE, K–3 Reading Professional Development](#))
- Wyoming DOES offer literacy professional development through the WDE Professional Development platform. ([WDE, Literacy](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should expand policy to require all K–3 teachers and administrators to participate in state-adopted science of reading training.
- In adopting this policy, Wyoming should ensure there is an implementation plan for rollout that is clearly communicated to all educators.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Wyoming DOES NOT provide for literacy coaches in policy.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Wyoming should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school to provide job-embedded professional development and coaching to K–3 teachers.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT have standards for educator preparation programs that address all core components of scientifically based reading. (NCTQ, Wyoming Summary 2023)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require that EPP required coursework for elementary, early childhood, and special education candidates is aligned to the science of reading and prohibits the use of course materials that include three-cueing.

- Wyoming should further ensure coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.
Educator Preparation Program (EPP) Assessment

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming DOES require a licensure test that addresses reading: Praxis Elementary Education: Multiple Subjects, Reading and Language Arts subtest; however, this licensure test DOES NOT adequately address all five core components of reading. (NCTQ, Wyoming Summary 2023; NCTQ, False Assurances: Many states’ licensure tests don’t signal whether elementary teachers understand reading instruction (Nov. 2023))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should require elementary education candidates to pass an assessment that is aligned to the science of reading to obtain teacher licensure.
Funding for Literacy Efforts

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Wyoming DOES NOT provide direct funding to support state and/or local implementation of early literacy fundamental principles.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Wyoming should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.
Universal Reading Screener

IMPLEMENTATION LEVEL
FULL IMPLEMENTATION

A state-approved universal reading screener is administered to K–3 students three times per year to identify students at risk for reading failure.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming policy DOES require schools to administer universal reading screeners to K–3 students three times per year. (WDE, Screening Process Guidance: K–3 Foundational Reading Skills)
- Wyoming HAS created an approved list of universal reading screeners.
- Wyoming policy DOES provide that if districts would like to use a screening instrument not on the pre-approved list, they must complete an approval request and have the screening instrument evaluated and approved.
- Wyoming policy DOES require the Department to monitor progress, as the rules require each district to report annually the progress of each of its schools toward achieving the goal of 85% of all students reading at grade level upon completion of 3rd grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.
IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming HAS NOT approved a screener for characteristics of dyslexia.
- Wyoming HAS created an approved list of universal reading screeners to be used to identify students with reading deficiencies, as well as dyslexia, which must screen for phonemic awareness (phonological), alphabetic principle (decoding and phonics), oral reading fluency, and reading comprehension. (WDE, K–3 Foundational Reading Skills Screener Requirements by Grade Level)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should expand policy to require schools to administer a state-approved screener for characteristics of dyslexia that assess the following skills, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.
- Wyoming should require the dyslexia screener to be administered, at a minimum, to all students at the end of Kindergarten and at the beginning of 1st and 2nd grade.
Parental Notification

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

The state requires parental notification of students identified with reading difficulties based on the state-approved universal reading screener and/or dyslexia screener results. Timeline and frequency of parental notification may vary.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Wyoming policy DOES require districts to provide parents with a copy of the results from the universal reading screener, along with an explanation, as soon as practicable after the screening is complete.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Wyoming should expand policy to require schools to notify parents of students identified with reading difficulties within 30 days of administration of the state-approved universal reading screener and dyslexia screener.
District Adoption of High-Quality Instructional Materials

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

The state provides guidance and resources to assist districts in the identification and selection of high-quality instructional materials aligned to the science of reading and state standards.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Wyoming policy DOES require the evidence-based core curriculum program to be aligned to state-identified content standards.

• Wyoming DOES require districts to report what Tier 1 core curriculum is being used through the Data Collection Suite. (WDE, K–3 Reading Assessment and Intervention Statute and Chapter 56 Rules)

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Wyoming should expand policy to require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list.

• Wyoming should further require districts to post their adopted materials on the district website.
Elimination of Three-Cueing Instructional Materials

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT, through policy, guidance, training, or other avenues, prohibit or discourage the use of instructional materials that include three-cueing.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing.
Individual Reading Plans

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency based upon screening results. Timeline and monitoring may vary.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming policy DOES require students who show signs of reading difficulty to be placed on an individual reading plan.
- Wyoming policy DOES require the individual reading plan to include evidence-based interventions that will address individual student needs.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should require schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency within 30 days of receiving screening results.
Regularly Monitor Student Progress

IMPLEMENTATION LEVEL
FULL IMPLEMENTATION

The state requires schools to regularly monitor and document students’ progress within a multi-tiered system of supports (MTSS) and utilize the data to inform instruction and interventions as needed and in a timely manner. Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Wyoming policy DOES require schools to regularly monitor and document students’ progress within a MTSS. (WDE, Wyoming MTSS)

• Wyoming policy DOES require schools to utilize the data to inform instruction and interventions as needed, through a Data Based Decision Making model.

• Wyoming policy DOES require districts to collect and analyze data throughout the assessment and intervention process including implementing a progress monitoring protocol with fidelity.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.
Evidence-Based Interventions

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

The state requires school districts to target students’ needs by adopting evidence-based interventions grounded in the science of reading and may provide guidance in the selection of the interventions. Interventions are provided before, during, or after school.

EVIDENCE/GUIDANCE
Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming policy DOES require evidence-based interventions to be used and meet certain requirements, including being aligned to state-identified content standards. (WDE, K–3 Reading Assessment and Intervention Statute and Chapter 56 Rules)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should expand policy to require school districts to target students’ needs by adopting interventions grounded in the science of reading from a vetted and approved list.
Summer Reading Camps

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT have a policy requiring districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure.
- Wyoming HAS created a summer reading challenge through the Governor’s office. (WDE, Literacy: Wyoming Governor’s Summer Reading Challenge)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure to remediate learning loss and/or build reading skills.
- Wyoming should further require all staff at summer reading camps to be trained in the science of reading.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.
- Further, Wyoming should require strategies that are shared with parents to target students’ needs based on data and are aligned with the science of reading.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Wyoming DOES NOT have a policy that requires a student who is unable to demonstrate sufficient reading skills on the state test-based options provided be retained.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Wyoming should adopt policy to require that a student who is unable to demonstrate sufficient reading skills on the state test-based options be retained.
Multiple Options for Promotion

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT have a retention policy and DOES NOT offer at least three pathways for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include at least three pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Wyoming DOES NOT have a retention policy and DOES NOT allow specific good cause exemptions for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Wyoming should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.

• Wyoming should further require intensive interventions to continue in 4th grade for students promoted for good cause.